DOCUMENT RESUME

ED 028 483 CG 003 747

SWCEL Classroom Management Program. Delay and Magnitude of Reward for Achieving Behavioral Objectives.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Pub Date 67
Note-15p.
EDRS Price MF-$0.25 HC-$0.85
Descriptors-Classroom Environment, *Classroom Techniques, *Positive Reinforcement, Reinforcement, Reinforcers, *Rewards, Student Behavior, *Student Motivation, *Teaching Techniques

This study pragmatically studied and developed classroom management techniques and teaching strategies to increase pupil interest in the learning process, in the hope of contributing to pupil gain in desirable behaviors. Data was collected from teachers in four states. The classroom problems related by the teachers involved cognitive and affective pupil behaviors. Therefore, delay in rewards and magnitude of reinforcement were investigated to determine their effects on affective and cognitive classroom behavior. These two types of reinforcing conditions are compared: (1) the conventional verbal praise of the teacher, and (2) a point system where accumulation of a specified number of points results in a tangible reward. Under the point system, two incentive goal conditions are studied: (1) short-term, where reward occurs every six school days, and (2) long-term where reward occurs after six weeks. Classes are reminded of their goal, contingencies of reward, and number of points earned at specified internals. Included is a suggested list of behaviors rewarded, the procedures, schedule, and suggested rewards for both short term and long term goal conditions and the control procedures. (KP)

ED028483

SWCEL CLASSROOM MANAGEMENT PROGRAM

Delay and Magnitude of Reward for Achieving Behavioral Objectives

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The most optimal instructional materials are nonfunctional in the absence of the child's willingness and interest in learning. Thus, within the context of any system which is primarily concerned with increasing the occurrence of learning, major consideration must also be given to initiating, increasing, and maintaining the child's attending to the instructional process. Although getting and maintaining the motivation of the learner is no small problem, recent progress made in several dimensions of the broad domain of psychology and education has suggested that this problem may be attacked empirically in the lifelike classroom situation.

James C. Moore (1967)

RATIONALE

The purposes of this research are to pragmatically study and develop classroom management techniques, teaching strategies to increase pupil interest in the learning process and to contribute to pupil gain in desirable behaviors.

Teachers in four states, Oklahoma, Texas, Arizona, and New Mexico have responded to the question, "What is your big problem in the classroom?" Specifically the problems related by these teachers involve cognitive and affective pupil behaviors.

For this reason, it is proposed that this research concern itself with the utilization of behavioral objectives in these areas. The teachers have described behaviors which they would like to have the pupils in their classrooms exhibit. Interestingly, the behaviors desired are the same whether described by a teacher in Odessa, Tempe, Tulsa, Bernalillo, or one in Albuquerque.

As the possessor of this volume, you have it in your power to contribute to the storehouse of knowledge which may be utilized not only by teachers in these states but also by teachers in all areas of the nation. Southwestern Cooperative Educational Laboratory (SWCEL) will collect the data which you furnish and will disseminate this knowledge to other teachers.

The purposes of these activities are to study and develop, pragmatically, classroom management techniques and their accompanying procedures, with the objectives of increasing the children's interest in taking part in the learning process and increasing student gain in behaviors deemed desirable.

Specifically, research interest is directed toward integrating prescribed teacher behaviors into the curriculum. Traditionally, the teacher has

implemented her sets of instructional materials by relying primarily on teacher training and experience. However, one may observe, both in textbooks and in the classroom, that the teacher has been given very little assistance in systematically applying learning principles to the on-going classroom situation, or in relating her behavior to specific techniques and procedures for increasing student motivation.

The expected outcomes of this program are:

1. The development of a set of prescribed teacher behaviors and procedures which can be integrated with the curriculum and implemented to initiate and maintain the children's interest and participation in the instructional process.

2. The identification of procedures for increasing student motivation that are most relevent for unique cultural-socio-economic groups (e.g. Spanish American, Negro, and Indian).

3. Greatly increased sources of data generated from research in the "lifelike" situation of the classroom.

4. Findings generalizable to other populations.

Although reinforcement is of recognized importance in its influence upon behavior, the systematic application of reinforcement for desired behavior is seldom observed in most classrooms. Guidelines for reinforcement have been varied, using many types of organisms, and have yielded essentially equivalent results. These experiments, for the most part, have been conducted in highly controlled situations, and their extension to the classroom environment should only follow a demonstration of their applicability to lifelike situations. The technique of this study is to systematically vary several parameters of reinforcement in classroom situations to determine their effects on the

attainment of specified curriculum objectives. Specifically, the parameters of interest are quality of reward and delay of reward.

These variables are investigated in actual classroom situations under essentially normal conditions. Additionally, the rewards are those available to all teachers without additional costs.

Typically, a major source of reinforcement in the classroom is the verbal praise of the teacher. This reinforcement is momentary and may not serve as an effective incentive for either relatively short-term or longer term goals. It is hypothesized that keeping a systematic record of classroom performance by means of a point system, where correct behaviors of individual children in the class are rewarded by points accumulated for the class as a whole, will serve to better motivate the performance of desired behaviors. Thus, in this study the conventional mode of verbally reinforcing appropriate behaviors is compared with a point system where the class as a whole accumulates points toward some maximum score which results in a tangible reward.

The question to be asked is whether children will work better for a delayed goal than for a more immediate goal. Research indicates that immediate reward is more effective in establishing desired behavior. It is hypothesized, however, that children will work as well for a delayed goal as for a more immediate goal. It is also believed that children might work as well for a delayed goal if its attainment is rewarded at such a magnitude as to overcome the effects of delay. Delay in rewards and magnitude of reinforcement are investigated in the present study in an attempt to determine their effects on classroom behavior, both affective and cognitive.

Method and design. Two types of reinforcing conditions are compared: the conventional verbal praise of the teacher and a point system where accumulation

of a specified number of points results in a tangible reward. Additionally, under the point system, two incentive goal conditions are studied: a short-term goal condition where reward occurs every six school days and a long-term goal condition where reward occurs only after six weeks.

It has been deemed desirable to assign all of the Kindergarten classes to short-range conditions. That is, these classes will remain on the short-term schedule during the entire school year, in this case three six-week sessions. The second grade classes will perform on the long-range schedule only.

Nature of the reinforcing conditions. Under the point system, children are rewarded with points for desired behaviors. These points are accumulated for the class as a whole, and the class is instructed that reward is contingent upon their accumulating a specified number of points. The number of points resulting in reward is always 100. The class' progress toward this objective is indicated by a large pressed board giraffe prominently displayed in the classroom. A scale ranging from 0 to 100 is painted on the giraffe's body. A small toy monkey is manipulated by the teacher to show the class its progress up the giraffe's back. At the beginning of each reward condition, the monkey is perched at the lowermost part of the giraffe's neck (at 0). At the end of each reward condition, the monkey has progressed to the top of the giraffe's head, or to 100 on the scale.

At intervals of either every three days or daily, depending on the incentive goal conditions, the teacher announces the number of points which the class has earned during that interval, and the monkey is appropriately moved up the giraffe's neck. Assignment of points is based on the teacher's subjective estimate of the extent to which behavioral objectives have been reached.

Incentive goals. Teachers who have classes working for short-term goals accumulate 100 points every six school days. Teachers rewarding classes under the long-range condition assign points such that reward occurs only after six weeks of school. Under the long-range goal condition, on the average of three times a week, the class is instructed that reward is contingent upon their accumulating 100 points. Additionally, every three days the teacher announces the number of points earned by the class and mentions the reward they will receive upon realizing the 100 point goal. Under the short-range goal condition, the class is reminded of the contingencies of reward and apprised of the number of points they have earned daily.

The classes are reminded of their goal, the contingencies of reward, and the number of points earned in such a way as to cause minimal disruption of classroom activities. These procedures occur at such times during the day as when the class is normally changing from one activity to another, or at similar times. This is left to the discretion of the individual teachers and is to cause minimal interference with classroom proceedings.

Teachers assign points on the basis of their subjective estimates of the relative degree to which behavioral objectives have been reached.

BEHAVIORS REWARDED

The following behaviors have been suggested by teachers as some of those which they would like to reward. If you would like to reward for behaviors other than those listed below, feel free to reward, using the monkey and giraffe. Please keep a record of the behaviors for which you reward.

1. Listening attentively
2. Raising hands to talk
3. Writing names
4. Entering the classroom quietly
5. Picking up papers from the floor
6. Following directions
7. Participating in class discussion
8. Courtesy
9. Cooperating with classmates both in class and on the playground
10. Cognitive skills may also be rewarded, e.g. vocabulary and reading skills, arithmetic, etc.

SHORT TERM PROCEDURES

Under the short-term goal condition, reward occurs approximately every six school days. The monkey should be moved daily if the children's performance justifies it. That is, some children may never produce the desired behavior, but, if the majority of the class responds in a positive way, move the monkey.

Please make a note of the following on the "Short Term Reward Schedule" sheet:

1.) Place an X on A.M. or P.M. of each day to indicate time of day monkey was moved.

2.) Indicate type of behavior mentioned, e.g., listening, courtesy, etc.

3.) Please indicate what was used as a reward after each sixth day.

Assignment of points is based on the teacher's subjective estimate of the extent to which behavioral objectives had been reached.

Teachers who have classes working for short-term goals accumulate 100 points on the average of once every six school days.

The classes are reminded of their goal, the contingencies of reward, and the number of points earned in such a way as to cause minimal disruption of classroom activities. These procedures should occur at such times during the day as when the class is normally changing from one activity to another, or at similar times, left to the discretion of the individual teacher, causing minimal interference with classroom proceedings.

Teachers assign points on the basis of their subjective estimates of the relative degree to which behavioral goals are reached.

TEACHER _____ GRADE LEVEL _____

SCHOOL _____ DISTRICT _____

SHORT TERM REWARD SCHEDULE

WEEK I	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	
	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	
BEHAVIOR REWARDED						
WEEK II	DAY 6	DAY 1	DAY 2	DAY 3	DAY 4	TYPE OF REWARD
	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	
BEHAVIOR REWARDED						
WEEK III	DAY 5	DAY 6	DAY 1	DAY 2	DAY 3	TYPE OF REWARD
	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	
BEHAVIOR REWARDED						
WEEK IV	DAY 4	DAY 5	DAY 6	DAY 1	DAY 2	TYPE OF REWARD
	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	
BEHAVIOR REWARDED						
WEEK V	DAY 3	DAY 4	DAY 5	DAY 6	DAY 1	TYPE OF REWARD
	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	
BEHAVIOR REWARDED						
WEEK VI	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	TYPE OF REWARD
	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	
BEHAVIOR REWARDED						

ACCUMULATE 100 POINTS EVERY SIX SCHOOL DAYS

Please move the monkey daily when justified.
Please make a note of the following on this sheet:

1) Place an X on A.M. or P.M. each day to indicate time of day monkey was moved.
2) Indicate type of behavior mentioned, e.g., listening, courtesy, etc.
3) Please indicate what was used as a reward after each sixth day.

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SUGGESTED SHORT TERM REWARDS

1. A surprise
2. Playing a game outside (other than recess)
3. Writing and drawing on the blackboard
4. Singing and dramatizing stories in the classroom
5. Eating lunch in the classroom
6. Performing with rhythm instruments
7. Making bean bags, stuffed animals, puppets, etc.
8. Constructing toy musical instruments from cartons
9. Finger painting
10. Extended recess
11. Popping popcorn in the classroom
12. Bubble blowing
13. Brush painting
14. Short field trip; e.g. walk around the park, school grounds, nature walk, etc.
15. Free play period
16. Playing with clay
17. Having a class outside, e.g. art, science, etc.
18. Listening to records, perhaps while other academic activity takes place

LONG TERM PROCEDURES

Under the long-term condition, reward occurs approximately every six weeks. The monkey should be moved twice a week if the children's performance justifies it. That is, some children may never produce the desired behavior, but if the majority of the class responds in a positive way, move the monkey.

Please make a note of the following on the "Long Term Reward Schedule" sheet:

1.) Place an X on A.M. or P.M. of the day to indicate time of day monkey was moved.

2.) Indicate type of behavior mentioned, e.g., listening, courtesy, etc.

3.) Please indicate what was used as a reward after each six week period.

Assignment of points is based on the teacher's subjective estimate of the extent to which behavioral goals have been reached.

Teachers who have classes working for long-term goals accumulate 100 points on the average of once every six weeks.

The classes are reminded of their goal, the contingencies of reward, and the number of points earned in such a way as to cause minimal disruption of classroom activities. These procedures should occur at such times during the day as when the class is normally changing from one activity to another, or at similar times, left to the discretion of the individual teacher causing minimal interference with classroom proceedings.

Teachers assign points on the basis of their subjective estimates of the relative degree to which behavioral goals are reached.

SUGGESTED LONG TERM REWARDS

1. Putting on a play for parents
2. Taking a trip to the zoo, air force base, fire station, trading post, grocery store, pet store, egg farm, county library, etc.
3. Viewing a movie at school
4. Watching a puppet show
5. Watching a magician
6. Going to the park for a weiner roast at lunch time
7. Having a party
8. Trip to teacher's home for lunch
9. Making candy apples

TEACHER _____ GRADE LEVEL _____

SCHOOL _____ DISTRICT _____

LONG TERM REWARD SCHEDULE

WEEK I	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.
BEHAVIOR REWARDED					
WEEK II	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.
BEHAVIOR REWARDED					
WEEK III	DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.
BEHAVIOR REWARDED					
WEEK IV	DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.
BEHAVIOR REWARDED					
WEEK V	DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.
BEHAVIOR REWARDED					
WEEK VI	DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.	A.M. / P.M.
BEHAVIOR REWARDED					

TYPE OF REWARD

ACCUMULATE 100 POINTS BY THE END OF THIRTY SCHOOL DAYS

Please follow these procedures:

1) Discuss with your class the behaviors and the reward every two days and move the monkey twice a week.
   Place an X on A.M. or P.M. of the day to indicate time of day reward was mentioned.
2) Indicate type of behavior mentioned, e.g., listening, courtesy, etc.
3) Please indicate what was used as a reward at the end of the six weeks.

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CONTROL PROCEDURES

If you have been assigned to a control condition, remove the monkey and giraffe from your classroom. Place it in a broom closet, take it home, etc. Teach your class as you usually do.

Avoid promising rewards for behaviors, unless this is the way you customarily teach your class.